

San Diego Miramar College Technology Plan 3.0

Three Year Rolling Technology Plan Fall 2020-Spring 2023

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College Mission and Vision Statement

San Diego Miramar College has a student-centered integrated planning framework that uses its strategic plan as the overall guide for all campus planning.

Mission Statement

San Diego Miramar College's mission is to prepare students to succeed by providing quality instruction and services in an environment that supports and promotes success, diversity, inclusion, and equity with innovative programs and partnerships to facilitate completion for degrees/certificates, transfer, workforce training, and/or career advancement.

Vision Statement

San Diego Miramar College will be the center of education innovation, and services to support our diverse students and community.

San Diego Miramar College, in keeping with this vision, supports and emphasizes the following guiding values:

- Access to learning and support services, for all students to successfully achieve their educational and career goals
- A culture that embraces and promotes equity, inclusion, civility, responsibility, sustainability, from a global perspective
- Diversity, equity, inclusion and success of our students, classified professionals, faculty, administrators, and programs that reflect our community
- Creativity, innovation, flexibility, and excellence in teaching, learning, and services
- The ability to recognize and respond to opportunities and challenges emerging from a complex and dynamic world
- Strategic resource and partnership development to support curriculum and program innovation
- Collaboration and partnerships
- Effective participation in governance with respect and professionalism, through intentional, purposeful and effective communication embraced by the college community
- Transformative processes that include a culture of evidence, collaborative inquiry, and action for promoting student success

College Strategic Goals

The seven-year strategic plan set five common goals and strategic directions developed within the participatory governance process.

Strategic Goal I: Pathways – Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success

Strategic Goal II: Engagement-Enhance the college experience by providing student-centered programs, curriculum, services, and activities that close achievement gaps, engage students, and remove barriers to their success

Strategic Goal III: Organizational Health -Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making

Strategic Goal IV: Relationship Cultivation - Build and sustain a college culture that strengthens participatory governance, equity efforts, and community partnerships

Strategic Goal V: Diversity, Equity, and Inclusion (DEI) - Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community.

[San Diego Miramar College Fall 2020 -Spring 2027 Strategic Plan](#)

Technology Plan Purpose and Goals

The Technology Plan is developed within the contextual framework of the San Diego Miramar College's mission and is guided by its strategic goals as stated in the previously section.

The purpose of the San Diego Miramar College Technology Plan is to provide a framework for the college-wide technology support departments, participatory governance committees, and information to personnel regarding the state of campus technology, resources, and current or upcoming technology efforts.

The guiding principles of the plan are as follows:

- Facilitate learning and teaching by providing faculty and classified professionals with information about campus technology
- Be an effective framework for participatory governance when allocating resources for technology
- Be an effective framework for Accreditation standards related to technology (See Appendix A)
- Ensure plans are aligned with the college Strategic Plan and Mission

The following technology goals were established to help guide the college for the next 3-years. These goals are linked to the college's strategic goals and is meant to help guide the college's Program Review process.

- 1) **Professional Development:** Improve quality and quantity of technology training, while developing a cycle of continuous technology professional development (Strategic Goal 3)
- 2) **Data Advocacy:** Work with District to increase access to real-time data instead of archived (past semester) datasets for all end-users (Strategic Goal 3)
- 3) **Integrated Technology Support:** Work with District to better integrate with college technology needs (Strategic Goal 3)
- 4) **Resource Development/Sustainability:** Provide technology feasibility/sustainability guidance to BRDS prior to Requests for Funding (RFF) cycle (Strategic Goal 3)

Technology Plan Development

The college Technology Plan is developed under the purview of the college Technology Committee. Like its predecessor plan, this plan is aptly called "Technology Plan 3.0". This plan represents the first of the 3.0 series as a rolling technology plan with annual updates during the off years (meaning no major updates to the plan).

For the 2.0 plan series, the three technology departments on campus, Instructional Computing Support, Administrative Computing Support, and Audio Visual were tasked by the Technology Committee to develop three-year plans for their respective areas. However, for the 3.0 plan series, a different approach is being used.

Given the global pandemic of Covid-19 of 2020, the Technology Committee realized the urgency of having a rolling plan that is highly adaptable. Both the district and college had to learn to adapt to a fully online learning and service delivery environment for students. As a result, the need for integrated technology is at the forefront. Thus, this plan was created to reflect an integrating technology planning approach based on the needs of the college to date.

Traditionally, the Technology Plan is aligned to the Academic Calendar, and plan years start at the beginning of the fall semester and runs through the end of the spring of the following calendar year.

However, the 3.0 plan series is behind schedule due to the pandemic.

Technology Plan and the Participatory Governance Structure

The Technology Plan is a function of the college Participatory Governance process, and is produced by the Technology Committee. The plan is developed as a three-year “rolling” plan, which means it speaks to integrated technology planning, three years at a time, and is reviewed and updated annually during the off years.

As part of the college’s Program Review process, the Budget and Resource Development Committee (BRDS) and the Technology Committee work together to review and prioritize many technology funding requests, in particular, “Requests for Funding”. Annually, the BRDS subcommittee collects these requests and forwards them to the Technology Committee for its review and ranking of technology requests. A guiding rubric for ranking technology requests is included in Appendix B.

In regards to the District Participatory Governance process, this plan is amenable to the newly formed [Districtwide Technology Committee](#). This Committee is meant to provide an integrating technology planning framework in tightening the link between district and college technology needs.

Technology Plan 2.0 Series Review

The Technology Plan 2.0 series main intent was to provide forward thinking strategic technology planning across the various departments of Audio-Visual, Instructional Computing Services, Administrative Computing Services, Website office, and the SDCCD Office of Technology. Most of the planning projects stated in Technology Plan 2.2 were accomplished, with some exceptions.

Since then, technology across the college has evolved, especially with the Covid-19 pandemic. Over the past few years, the District has concentrated on upgrading its Enterprise Resource Planning system, namely PeopleSoft. This has provided a strong platform for the College to grow its technology needs in the that followed. For instance, with the implementation of Campus Solutions and its related auxiliary applications, this allowed the district to streamline its data collection efforts in meeting student need. However, the challenge now lies in directly connecting the college to the data through integrating technology planning efforts.

Statewide efforts such as Guided Pathways, Student-Centered Funding Formula, Vision for Success, and Student Equity and Achievement Programs (SEAP), are requiring colleges to examine the student experience as it relates to operations. Technology will play a key role in this major transition in the form of integrated systems. Moving forward, this will require increased collaboration between SDMC and the District.

Integrated Technology Needs/Planning

As previously noted, the campus Technology Plan 2.0 updated the previous format to provide forward-looking planning, as opposed to merely reporting out current standards, though the plans remained at a departmental level. The 3.0 series plan now seeks to provide more integrated planning through overarching goals instead of departmental silos. This moves the Technology Plan away from purely departmental/operational goals (e.g., “Buy more servers” or “Install more Smart/AV technology classrooms”) and begins focusing the college on overall goals and necessary strategies in order to meet technology needs.

In order for integrated technology planning to be successful at the college, we will need to deploy the following strategies:

- Collective Participation – Integrated planning engages all relevant and expertise-appropriate input from interested district/campus parties in the planning phase of campus technology. This will ensure that everyone involved is invested in the success of integrated campus technology.
 - Improving technology
 - Updating technology
 - Understanding the needs of Faculty and Students.
- Align efforts across the district/campus. This will allow resource allocation and assessment, so goals and initiatives have the resources they need to be achieved and progress can be measured.
- Methodologies should include but not limited to committee discussions, campus/departmental surveys, trainings, and the collection and synthesis of operational data.

Campus technology, like other aspects of campus planning, should not exist in a departmental vacuum. Often times integrating new technology will require input and/or action from end-users as well as peripheral bodies like the ACS, Audiovisual, ICS and Facilities departments. Integrated needs planning ensures that the campus considers the appropriate and necessary input to ensure a smooth integration of prospective technology.

Based on the technology goals outlined in a previous section, below are technology plans to help move the college forward:

Professional Development

As we all know, Technology advances independently of staff expertise. Therefore, it is imperative we ensure all staff receive appropriate training as new technologies arise.

Specific Strategies

- Improve onboarding process
- Improve information available on website
- Survey for training needs
- Provide training videos for campus processes (e.g., how to edit your web content...)
- Training on campus technology processes (who to work with)
- Provide a checklist for Faculty, Staff, Administrators and Students on how to request technology assistance and to determine who to contact

Data Advocacy

To date, Miramar College has had little success accessing important data-on-demand. Much of the data we have access to is archival, and we rarely have access to real-time data. For instance, currently there is no way to present on the website an accurate list of current course offerings. Students must access this information via the District portal with an account. Prospective students therefore have no access to this information. Accurate real time information is crucial to being able to present, for instance, current course sequence suggestions.

Specific Strategies

- A key component for this goal will be implementing the campus accreditation recommendation to form a Districtwide Technology Committee.
- Request District to make certain non-secure data available via standard data connectors.

Integrated Technology Support

For both faculty and students, being able to utilize and integrate personal devices such as tablets or cell phones with new and, where possible, existing classroom technology can provide a greatly enhanced experience. Examples would be allowing users to screencast from their device to classroom displays. This would allow students (or faculty) to make presentations using the technology (iOS, or Android, PowerPoint or Keynote, etc.) they are comfortable with. Currently, many faculty have to deal with various compatibility issues etc. when students bring in documents/presentations that need to be converted to whatever software the District/campus has adopted as a standard.

Specific Strategies

- Formation of Districtwide Technology Committee (per 2017 Accreditation Recommendation)
- Implement a collegewide technology needs survey. This will inform future planning and overarching goals.
- Configure classroom WiFi (provided by District IT) to allow for Bring Your Own Device (BYOD).

Resource Development/Sustainability

An important part of the 3.0 series plan will be to assess prior year's results. For instance, did new technology purchases to support BYOD work? Are there ongoing, unsustainable costs? Did it have an impact on workload that needs to be addressed?

Specific Strategies

- Create pages on website for technology plan and related resources

The integrated technology needs/planning outlined above provides the college with a way forward for the next three-year cycle. However, it is also important to state the expected planning outcomes the college is working towards. Similar to the outcomes assessment process, planning outcomes are stated in technology plan 3.0 series.

Integrated Technology Planning Outcomes

- To provide access, participation, feedback from all district/campus constituencies.
- To provide student equity and quality instruction.
- To enhance college experience.
- To provide overall guide for campus technology planning for selecting technology equipment/systems.
- To meet instructor's needs.
- To meet student's needs.

Conclusion: Moving forward with the integrated technology needs/planning

At the departmental level, technology departments should continue to distribute needs assessment surveys across campus to determine existing and anticipated campus technology needs related to their respective areas. The same should be done at the committee level for more general technology needs and interests. Once the committee(s) gather and synthesize the survey data, they should forward it to the relevant technology departments for further planning and review.

In addition to surveys, campus technology departments (ACS/AV/ICS) should gather data on campus-wide operational services. They can then synthesize that data to make informed decisions related to campus technology planning. One critical aspect of gathering this data that the campus provide the technology departments with the necessary infrastructure and data-gathering software and services i.e. Megamation to enable them to gather this data in a reasonably efficient manner.

Furthermore, committees made up of all campus constituencies (like the Technology committee) should gather and discuss technology issues to achieve insight and – to the extent practicable – consensus on campus technology preferences and trends. Further, they should make regular (annual or biannual) recommendations to the relevant technology department(s) based on their findings and discussions.

Finally, the role of the technology departments themselves is critical to the integrated planning process. As the stewards of campus technology, these departments have several advantages over committees and general end-users. They work with campus technology on a daily basis and are in a better position to understand the campus-wide deficiencies and potential areas for improvement. Additionally, they are professionals who are trained to understand the complexities of campus integration and the (often times complex) technology itself. In addition, they work with the District Purchasing Department, campus administrators, faculty, manufacturers, and integrators and have a unique insight into the technology integration dynamics at the District purchasing and construction level.

When conducting integrated planning, the relevant technology department (and any other planning body), should always consider the following factors related to the prospective technology: functionality, infrastructure, compatibility, serviceability, security, logistics, ecology, and functionality. Considering each of these aspects will better ensure a more comprehensive, effective, and implementable solution for the campus.

Appendix

Appendix A: Resources and References

Accreditation Technology Standards

III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

III.C.2

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

III.C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

III.C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Appendix B: Technology Plan Rubric for Ranking RFF's

This rubric illustrates the general process by which the Technology Committee and support departments will review and rank funding requests. Budget and Resource Development utilizes its own rubrics which are not repeated here. For instance, Safety or Certification issues are dealt with at BRDS.

	High	Medium	Low	Should Fund	Should Not Fund
Scope of impact					
Can be funded/provided through other means?					
Critical in nature?					
Discussed in Program Review					
Feasibility				n/a	n/a

	Description
Scope of impact	Does this item impact or benefit the entire campus, or a portion?
Can be funded/provided through other means?	Can other sources of funds be used? Can the need be handled by existing equipment (such as roll-down) or resources?
Critical in nature?	Are there repercussions for not funding this that are significant?
Discussed in Program Review	Is the request discussed in a program review?
Feasibility	Is it likely to succeed or fail based upon realistic staffing/funding expectation? "Should/Should Not" fund is not an appropriate score for this item.